

## NORTHSIDE ELEMENTARY

1929 Industrial Rd.  
Walterboro, S.C. 29488

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	610 Students	
<b>Principal</b>	Barbara Steele	843 538 4350
<b>Superintendent</b>	Mrs. Leila Williams	843-782-4510
<b>Board Chair</b>	Ms. Mary Jones	843-782-4510

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Good</b>
2009	Average	Good
2008	Average	Good
2007	Average	Excellent
2006	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

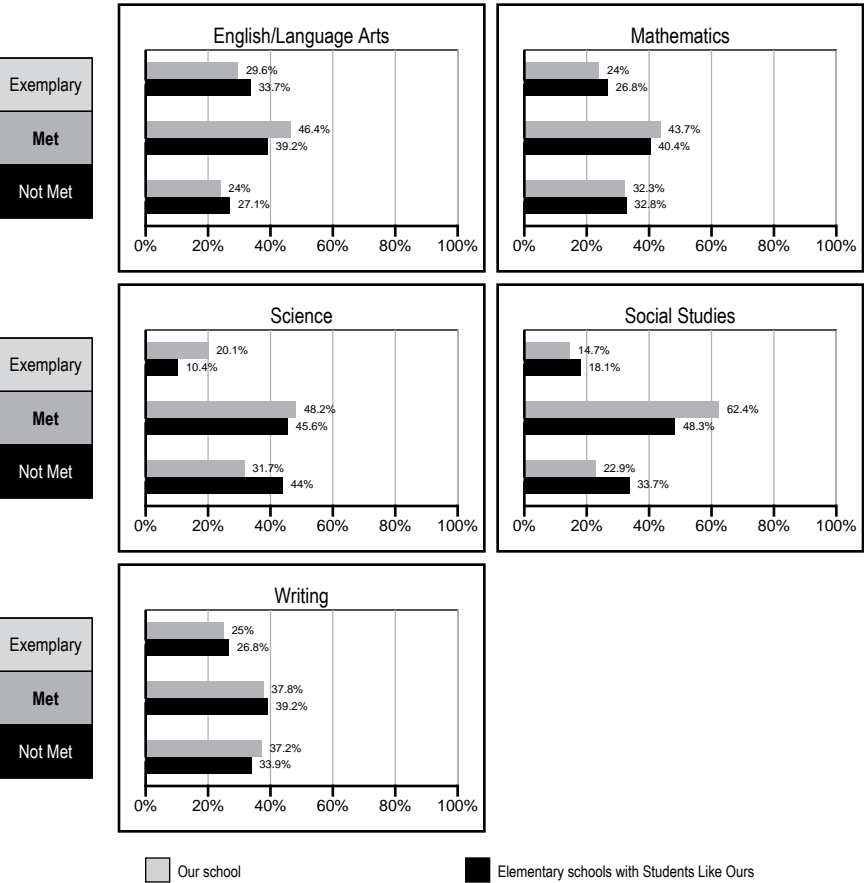
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	90	15	1

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=610)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.1%	Down from 7.0%	1.6%	1.2%
Attendance rate	97.6%	Up from 95.2%	95.7%	96.1%
Eligible for gifted and talented	10.0%	Down from 11.1%	9.2%	11.7%
With disabilities other than speech	10.6%	Up from 7.0%	9.1%	8.0%
Older than usual for grade	3.6%	Up from 3.3%	0.6%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	61.1%	Down from 63.2%	58.2%	60.5%
Continuing contract teachers	83.3%	Up from 81.6%	84.2%	84.6%
Teachers with emergency or provisional certificates	3.2%	Up from 2.9%	0.0%	0.0%
Teachers returning from previous year	82.7%	Down from 84.9%	86.4%	87.0%
Teacher attendance rate	93.1%	Down from 95.4%	95.0%	95.4%
Average teacher salary*	\$43,818	Down 1.3%	\$46,474	\$47,288
Professional development days/teacher	8.0 days	Down from 17.0 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	0.1	Down from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 21.5 to 1	19.2 to 1	19.2 to 1
Prime instructional time	88.7%	Down from 89.2%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$3,883	Down 8.1%	\$7,574	\$7,548
Percent of expenditures for instruction**	69.4%	Up from 68.1%	67.6%	68.7%
Percent of expenditures for teacher salaries**	67.6%	Up from 64.4%	64.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Northside Elementary School has an ongoing commitment to work with our school community to develop responsible, caring, life-long learners and to provide the best possible education for all of our students. Students' efforts resulted in success and rewards. We were awarded two Palmetto Silver Awards. One was for achievement gains, and the other for closing the achievement gap. We also made AYP (adequate yearly progress). We are very proud of our students' hard work and accomplishments.

Technology continues to play a major role in our school. All of our classrooms and the computer and science labs are equipped with SMARTboards. We purchased additional Senteos, a system that used hand-held devices that allow our students to directly interact with the SMARTboards for our third through fifth grade classes. The addition and use of these forms of technology keeps our students motivated as active learners and participants.

Interventionists in reading and math worked with our at-risk students. Instruction was provided to individual students and in small groups. Our teachers also assisted these students through the use of differentiated instruction in small, flexible groups. Students' needs were determined through the use of MAP (measures of academic progress) and Dominie reading assessments. Our students also received hands-on instruction in math and science by utilizing math and science kits. This type of hands-on participation fosters active learning and resulted in Northside having many students place and receive awards in the district math and science fair.

Northside enjoyed the support of and greatly benefited from a math and literacy coach. They provided staff development and collaboration for our staff and managed all kits and resources. Our staff participated in collegial book study groups and discussions on current research and best practices.

Student progress and success were celebrated through school-wide displays, data walls, special assemblies, and recognition ceremonies. Examples are perfect attendance, honor roll, PASS and MAP gains, AR (accelerated reader highest points, Blue Ribbon Writers, and many others. Our goal remains the same; to motivate our students and continue to provide them with superior instruction in an atmosphere of high expectations and excellence where all students can learn and achieve success.

Barbara Steele, Principal  
Lesi Chapman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	104	37
Percent satisfied with learning environment	100.0%	86.1%	97.3%
Percent satisfied with social and physical environment	100.0%	85.4%	91.9%
Percent satisfied with school-home relations	90.3%	87.4%	94.6%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.5%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No
Student attendance rate	97.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	361	100	24	46.4	29.6	88	78.1	83.5	Yes	Yes
<b>Gender</b>										
Male	185	100	28.6	43.4	28	84	74	80.1	N/A	N/A
Female	176	100	18.9	49.7	31.4	92.5	82.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	178	100	16	40.8	43.2	92.9	84.9	89.6	Yes	Yes
African American	168	100	33.1	51.3	15.6	81.8	71.5	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	92.7	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	81	79.6	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	69	23.8	7.1	50	41.8	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	86.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	284	100	28.3	50	21.7	85.7	74.9	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	361	100	32.3	43.7	24	81.1	71.8	80.4	Yes	Yes
<b>Gender</b>										
Male	185	100	29.7	46.3	24	82.3	70	78.4	N/A	N/A
Female	176	100	35.2	40.9	23.9	79.9	73.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	178	100	21.9	45	33.1	88.8	80.9	87.8	Yes	Yes
African American	168	100	43.5	42.2	14.3	72.7	63.1	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95	93.5	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	76.2	78.3	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	96.7	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	66.7	23.8	9.5	47.6	37	46.1	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.3	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	284	100	37.6	43.8	18.6	77.5	68.1	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	241	100	31.7	48.2	20.1	68.3	64.7	67.3
<b>Gender</b>								
Male	125	100	30.3	50.4	19.3	69.7	64.5	66.9
Female	116	100	33.3	45.7	21	66.7	64.9	67.7
<b>Racial/Ethnic Group</b>								
White	123	100	19.5	49.2	31.4	80.5	79	79.6
African American	109	100	46.5	46.5	7.1	53.5	51.5	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	100	84.4
Hispanic	6	I/S	I/S	I/S	I/S	I/S	65.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.2	69.5
<b>Disability Status</b>								
Disabled	35	100	54.8	38.7	6.5	45.2	31.7	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	73.8	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	187	100	37.4	48	14.6	62.6	59.6	55.4

**Social Studies**

All Students	234	99.6	22.9	62.4	14.7	77.1	63	70.9
<b>Gender</b>								
Male	113	100	21.1	65.1	13.8	78.9	61.7	70.1
Female	121	99.2	24.8	59.6	15.6	75.2	64.5	71.7
<b>Racial/Ethnic Group</b>								
White	110	99.1	17.3	60.6	22.1	82.7	72	79.2
African American	113	100	27.4	65.1	7.5	72.6	54.7	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	77.8	86.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73	68
American Indian/Alaskan	3	I/S	N/A	N/A	N/A	N/A	81.8	71.2
<b>Disability Status</b>								
Disabled	32	100	N/A	N/A	N/A	51.7	32.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	74.4	68
<b>Socio-Economic Status</b>								
Subsidized meals	189	99.5	26.4	62.1	11.5	73.6	58.9	60.8

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	361	99.5	37.2	37.8	25	62.8	58	72.1	97.6	96.2
Gender										
Male	184	98.9	46	35.6	18.4	54	49.5	65.2	97.3	95.9
Female	177	100	27.8	40.1	32.1	72.2	66.9	79.2	97.8	96.5
Racial/Ethnic Group										
White	178	100	26.5	38.8	34.7	73.5	69.1	80.8	97.3	96
African American	168	98.8	50.3	33.5	16.1	49.7	47.7	59.7	97.8	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.5	87	95.8	97.8
Hispanic	9	I/S	I/S	I/S	I/S	I/S	55.6	64.6	98.5	96.6
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	83.3	73.4	95.3	94.4
Disability Status										
Disabled	49	98	73.8	19	7.1	26.2	20.2	27.7	97.3	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	96.3
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	64.7	63.7	98.4	96.9
Socio-Economic Status										
Subsidized meals	283	99.3	42.1	39.8	18.1	57.9	53.9	61.9	97.3	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	93	100	22.7	37.5	39.8	77.3
	4	100	100	31.5	42.4	26.1	68.5
	5	109	100	26.5	44.1	29.4	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	138	100	21.1	38.2	40.7	78.9
	4	114	100	21.3	47.2	31.5	78.7
	5	109	100	30.1	55.3	14.6	69.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	93	100	33	40.9	26.1	67
	4	100	100	30.4	40.2	29.3	69.6
	5	109	100	21.6	59.8	18.6	78.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	138	100	35.8	41.5	22.8	64.2
	4	114	100	19.4	46.3	34.3	80.6
	5	109	100	41.7	43.7	14.6	58.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	46	97.8	50	40.5	9.5	50
	4	100	100	23.9	59.8	16.3	76.1
	5	55	100	23.1	48.1	28.8	76.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	69	100	62.9	25.8	11.3	37.1
	4	114	100	14.8	55.6	29.6	85.2
	5	58	100	29.6	59.3	11.1	70.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	47	100	15.2	41.3	43.5	84.8
	4	100	100	14.1	63	22.8	85.9
	5	54	100	20	54	26	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	69	98.6	23	65.6	11.5	77
	4	114	100	20.4	62	17.6	79.6
	5	51	100	28.6	59.2	12.2	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	93	96.8	28.7	29.9	41.4	71.3
	4	98	99	32.6	39.1	28.3	67.4
	5	108	98.2	23.8	50.5	25.7	76.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	135	100	40.3	41.9	17.7	59.7
	4	116	98.3	35.2	28.7	36.1	64.8
	5	110	100	35.6	42.3	22.1	64.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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